SYLLABUS (BLENDED FORMAT)
EDAK 539 PROCESSES IN EDUCATIONAL LEADERSHIP

SPRING 2015 SEMESTER

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INSTRUCTOR'S PERSONAL STATEMENT
At the core of leadership work, exemplary practices and collaborative processes provide the means to set shared direction and provide facilitation of a flexible and creative learning organization. In this course, we will learn how to develop a culture of learning that allows the organization to continuously engage in the systemic work of school improvement. I am so appreciative of the opportunity to guide our knowledge and skill development in this foundational work.

MODE OF INSTRUCTIONAL DELIVERY
This course will use a blended delivery mode with 51% of the learning in five (5) face-to-face class sessions and the remainder of the learning (49%) in an online format through the TAMUCT Blackboard Learn System (*https://tamuct.blackboard.com*). You will use the Blackboard username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION
The face-to-face class sessions are scheduled to meet at TAMUCT Warrior Hall from 1-5:30 pm on the following Saturdays: January 24, February 21, March 28, April 18, and May 9. All other course activities will be completed through the Bb system. Any changes in the schedule will be announced by email through the Bb system, so be sure to check Bb course site and your class schedule regularly.   The instructor is available by email at any time should issues arise. Face-to-face appointments may be scheduled by email or through virtual office hours on the course Bb site.

UNILERT INFORMATION
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at http://TAMUCT.org/UNILERT

COURSE INFORMATION

1. COURSE DESCRIPTION

   This course provides the opportunity to study processes of educational leadership, emphasizing the development of a collaborative, capacity-building culture that sustains the work of the learning organization in addressing continuous school improvement. Students pay close attention to issues of approach and strategy that may be used in creating flexible and creative organizational structure. The five exemplary leadership practices (Kouzes and Posner) and the five disciplines of a learning organization (Senge, et al) provide the "spine" for course learning. (Prereq: EDAD 500/501)

2. COURSE OBJECTIVES

   Student Learning Outcomes

   Students will be able to:

   - Utilize exemplary leadership practices to facilitate continuous improvement in the learning organization.
   - Develop and utilize leadership density among all stakeholder groups in a school community to create a capacity building learning organization.
   - Plan for and utilize personal mastery (discipline #1) as a foundational anchor of personal learning in the learning organization.
   - Diagnose mental models (discipline #2) to build common ground around organizational direction, purpose, values, and work.
   - Create and utilize a shared vision, purpose, and guiding principles (discipline #3) to anchor learning organization work.
   - Grow and utilize high performance learning teams (discipline #4) engaged in generative praxis focused on organizational issues and opportunities.
   - Utilize systems thinking (discipline #5) to diagnose issues/opportunities and plan for organizational improvement.

   Standards for Principal Certificate

   Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The seven standards are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture,   (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. This course focuses specifically on and provides indepth learning related to the following Texas standard:

   - Principal Standard #2 Learner-Centered Leadership and Campus Culture
     http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=241&rl=Y

   In addition the course will address the following state competencies and national standards:

   - TExES (Texas Examinations of Educator Standards) Competencies—Competency 003
     http://cms.texes-ets.org/files/1413/2949/6303/068_principal.pdf

   - ISLLC (Interstate School Leaders Licensure Consortium) Standards—Standards 1, 4, 5, & 6
     http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

3. REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining a flexible and generative collaborative culture focused on learning. The following are required textbooks (*texts new to this course). Specific reading assignments are outlined in this syllabus and posted on Bb. **An additional selected course bibliography is included on Bb.**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bernhardt. V. (1999). *The school portfolio: A comprehensive framework for school improvement.* Larchmont, NY: Eye on Education. (ISBN 9781883001643)

Bernhardt. V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous improvement.* Larchmont, NY: Eye on Education. (ISBN 9781930556218)

*Conzemius, A., & O'Neill, J. (2013-2nd ed). *The handbook for smart school teams 2nd ed.* Bloomington, IN: Solution Tree. (ISBN 9781936764785)

Herasymowych, M., and Senko, H. (2002). *Learning Styles Questionnaire LSQ Guide.* Calgary, Alberta, CA: MHA Institute.

Herasymowych, M., and Senko, H. (2008 – 2nd ed). *Solving real problems in real time: Action learning guide 2nd ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769784)

*Herasymowych, M., and Senko, H. (2007 – 2nd ed). *Navigating though complexity: Systems thinking guide 2nd ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769777)

*Kaplan, L, & Owings, W. (2013). *Culture re-boot: Reinvigorating school culture to improve student outcomes.* Thousand Oaks, CA: Corwin Press. (ISBN 9781452217321)

*Kouzes, J., & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations 5th ed*. San Francisco: Jossey-Bass. (ISBN 9780470651728)

*Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 9780871207784)

*Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook updated ed*. New York: Crown. (ISBN 9780385518822)

COURSE REQUIREMENTS

4. COURSE REQUIREMENTS

Online Reflective Dialogue (40 pts each = 160 pts – due dates below)
Students will engage in a series of multi-day, online dialogue sessions via the TAMUCT Blackboard concerning concepts found in our class texts and readings. Students will respond to the observations/reflections of other students, creating a virtual conversation concerning ideas related to the dialogue concept topic. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. The Collaborative Participation Rubric will be used in assessing dialogue participation. The online dialogues are:

1.25-2.2	Modeling the Way with Personal Mastery in a Quadrant 4 Learning Organization
	K/P ch 2 & 3; Senge pp 9-86, 319-340
2.10-18	Setting Direction Amidst Mental Models in a Quadrant 4 Learning Organization
	K/P ch 4 & 5; Senge pp 86-114, 341-371
3.11-25	Enabling Others in High Performance Teams in a Quadrant 4 Learning Organization
	K/P ch 8 & 9; Senge pp 115-123; Conzemius/ONeill intro, Part One, & Part Two
4.10-17	Challenging the Process with Systems Thinking in a Quadrant 4 Learning Organization
	K/P ch 6 & 7; Senge pp 123-151; Herasymowych/Senko sect 1-6

Culture Re-Boot Planning Journal (40 pts each – entries 1, 2, 3 due 2.9, 3.10, 4.9; 60 pts – entry 4 due 5.7)
Utilizing the course text *Culture Re-Boot* and other resources, each student will diagnose and plan for re-boot of his/her current school culture. A journal template with specific directions will be available on Bb. Students should be prepared to discuss their plans in the four class sessions immediately following each journal due date. (assessment: 40/per journal entry/Written Product Assessment Rubric)

Personal Foundation Statements (60 pts total)
- **Educational Platform Statement** (20 pts – due 2.4)
  Each student will develop and present his/her own educational platform. An educational platform reflects the values and beliefs of the author about their professional work**.** Educational platforms are a work in progress and should be periodically revisited and updated. It is essential that the platform show theory to practice through the leader's actions. **The educational platform must address at least 13 required planks and is to be included in the professional portfolio.** As appropriate, APA format should be used in preparing the paper. Students will share their platforms with class peers. (assessment: 20 pts/Written Product Assessment Rubric)

- **Personal Mission Statement** (20 pts – due 2.4)
  Each student will be responsible for preparing a personal mission statement. Although a personal mission statement covers many roles in an individual's life, a portion of the personal mission statement should address the professional question of "what I would offer to a school or school district as an educational leader." Students will share their personal mission statements with class peers. **The personal mission statement is to be included in the professional portfolio.** Students may find information about creation of a mission statement on the Franklin/Covey website (http://www.franklincovey.com/missionbuilder/). As appropriate, APA format should be used in preparing the statement. (assessment: 20 pts/Written Product Assessment Rubric)

- **Personal Vision of a Quality School Statement** (20 pts – due 2.4)
  Each student will be responsible for preparing a personal vision statement that paints a clear and detailed picture in words of his/her vision of an ideal learning situation for students, staff, and community. Students will share their personal vision statements with class peers. **The personal vision statement is to be included in the professional portfolio.** As appropriate, APA format should be used in preparing the statement. (assessment: 20 pts/Written Product Assessment Rubric)

Unison School Case Study Project (140 pts total – assignment descriptions/due dates below)
Students will work with other class members in small learning community group settings to complete several case study assignments. The case study situation is similar to what principals might meet within their administrative practice related to issues of cultural change. After discussion of the case, each team will submit the following:

- **Mental Model Ladder of Inference** (20 pts – due 3.2)
  Utilizing class readings and additional research, case study groups will collaboratively develop and share accountability for two ladders of inference - one for the views of more traditional older teachers and another for the new teachers - related to mental models at Unison School. The ladders of inference should be included in an APA-style paper focused on the learning organization discipline of mental models and the use of ladders of inference.
   (assessment: 20 pts /Written Product Assessment Rubric)

- **Shared Organizational Foundation Statements** (40 pts – due 3.2)
  Utilizing class readings, additional research, and personal foundational statements, case study groups will collaboratively develop and share accountability for the key components of shared organizational foundation statements – vision, mission, and guiding principles for the Unison School community. The statements should be place in one document for posting on Bb. (assessment: 40 pts /Written Product Assessment Rubric)

- **High Performance SMART Team Analysis and Plan Forward** (40 pts – due 4.4)
  Utilizing relevant resources, your case study group will collaboratively prepare an analysis and plan for an adhoc team of new and veteran teachers to focus on learning about more engaging and effective instructional strategies at Unison School and eventually providing professional development for the faculty. Describe the team situation; diagnose possible dysfunctions of the team; get started with a charter, purpose, stakeholders, responsibilities, guidelines for behavior, and at least two SMART goals; discuss how the action learning protocol will be used to accomplish team learning; and describe how at least three processing tools (one each from chapters 5, 6, and 7 of Conzemius and O'Neill's SMART School Teams text) will be used to move the team work forward. The Analysis and Plan should be written in APA format. (assessment: 40 pts/Written Product Assessment Rubric)

- **Technical Systems Analysis and Plan** (40 pts – due 4.25)
  Utilizing the systems thinking course text by Herasymowych and Senko and a provided template, each case study group will develop a technical systems analysis/plan to leverage systems change at Unison School. Groups will map the systems archetypes present in the situation, select the best possible leverage points, and develop a leverage matrix and action plan to create positive improvement in the system. Each group will turn in the completed template including systems maps, leverage points, and an action plan. (assessment: 40 pts/Template)

Face-to-Face Class Attendance/Participation (200 pts – a maximum of 40 pts for each face-to-face class session)
Students are expected to be in attendance and participate fully during the entire timeframe of each face-to-face class session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms – *Anchors for Learning in Community. Students who miss most or all of any class session will be required to complete and submit one or more assignments to make up for the lost learning time. Students must attend all class sessions to be eligible for a grade of A in the course.* (assessment: 40 pts per class session/Collaborative Participation Assessment Rubric)

Final Course Assessment (100 pts total – due 5.7)
Additions to the Standards/Skills Self Analysis (20 pts); Additions to the Professional Portfolio (40 pts); Additions to the School Portfolio (40 pts).

5. GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 756 of 840 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 672 of 840 points must be earned. Maximum points for each assignment are in ( ).

- Personal Foundation Statements (60 points)
- Culture Re-Boot Journal Entries (180 points)
- Class Attendance/Participation (200 points)
- Online Reflective Dialogues Supporting Course Concepts (160 points)
- Case Study Assignments (140 points)
- Final Assessment – self analysis, professional portfolio, school portfolio additions (100 points)

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective	Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective	Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages reader	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)	Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)	Not mechanically sound; four or more mechanical and/or formatting errors

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages audience	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes &concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors	Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation	Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
PRESENTA-TION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
PRESENTA-TION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

6. POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Bb site.

TECHNOLOGY REQUIREMENTS AND SUPPORT

7. TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments. Logon to **https://tamuct.blackboard.com** to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the "Browser Check" link on the TAMU-CTBlackboard logon page. (**https://tamuct.blackboard.com**) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines*

Technology Support

For issues related to course content and requirements, contact your instructor. For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week. Email: helpdesk@tamu.edu;   Phone: (254) 519-5466;   Web Chat: http://hdc.tamu.edu

COURSE OUTLINE AND CALENDAR

8. COMPLETE COURSE OUTLINE

COURSE CALENDAR TOPIC KEY				
TOPIC I: EXEMPLARY LEADERSHIP PRACTICES (January 20-May 9)				
Utilize exemplary leadership practices to facilitate continuous improvement in the learning organization.				
TOPIC II: LEADERSHIP DENSITY (January 20-May 9)				
Learning Outcome: Develop and utilize leadership density among all stakeholder groups in a school community to create a capacity building learning organization.				
TOPIC III: PERSONAL MASTERY (January 20-February 9)				
Learning Outcome: Plan for and utilize personal mastery (discipline #1) as foundational anchor of personal learning in the learning organization.				
TOPIC IV: MENTAL MODELS (February 10-March 10)				
Learning Outcome: Diagnose mental models (discipline #2) to build common ground around organizational direction, purpose, values, and work.				
TOPIC V: SHARED FOUNDATIONAL STATEMENTS (February 10-March 10)				
Learning Outcome: Create and utilize a shared vision, purpose, and guiding principles (discipline #3) to anchor learning organization work.				
TOPIC VI: HIGH PERFORMANCE SMART TEAMS (March 11-April 9)				
Learning Outcome: Grow and utilize learning teams (discipline #4) engaged in generative praxis focused on organizational issues and opportunities.				
TOPIC VII: SYSTEMS THINKING & PLANNING (April 10-May 9)				
Learning Outcome: Utilize the systems thinking process (discipline #5) to diagnose issues/opportunities and plan for organizational improvement.				
COURSE CALENDAR				
Topic	**Timeframe**	**Learning Assignment**		**Due**
I	1.10-23	Individual Viewing: *Conspiracy,* An HBO Film		1.23
II	1.10-23	Individual Pre-Read: *Creating Leadership Capacity for Lasting School Improvement* (Lambert)		1.23
I/II/III	1.24	**Class Session #1 Leading in a Culture of Continuous Improvement:** *are we leading to make a difference or just "havin" school?*		1.24

III	1.25-2.2	Online Dialogue: Modeling the Way with Personal Mastery in a Quadrant 4 Learning Organization *K/P ch 2 & 3; Senge pp 9-86, 319-340*	2.2
III	1.25-2.4	Personal Foundation Statements	2.4
III	2.5-9	#1 Culture Re-Boot Journal	2.9
IV/V	2.10-18	Online Dialogue: Setting Direction Amidst Mental Models in a Quadrant 4 Learning Organization *K/P ch 4 & 5; Senge pp 86-114, 341-371*	2.18
I/II/IV/V	2.21	**Class Session #2 Leading in a Culture of Continuous Improvement:** *going to Seattle or New York…sharing the DIRECTION and the DRIVE in a learning organization*	2.21
IV	2.21-3.2	Case Study Group Work: Mental Models Ladder of Inference	3.2
V	2.21-3.2	Case Study Group Work: Shared Organizational Foundational Statements	3.2
V	3.3-10	#2 Culture Re-Boot Journal	3.10
VI	3.11-25	Online Dialogue: Enabling Others in High Performance Teams in a Quadrant 4 Learning Organization *K/P ch 8 & 9; Senge pp 115-123; Conzemiius/ONeill intro, Part One, & Part Two*	3.25
I/II/VI	3.28	**Class Session #3 Leading in a Culture of Continuous Improvement:** *engaging in generative learning…the collaborative work of the learning organization*	3.28
VI	3.28-4.4	Case Study Group Work: High Performance SMART Team Analysis and Plan	4.4
VI	4.5-9	#3 Culture Re-Boot Journal	4.9
VII	4.10-17	Online Dialogue: Challenging the Process/Systems Thinking in a Quadrant 4 Learning Organization *K/P ch 6 & 7; Senge pp 123-151; Herasymowych/Senko sect 1-6*	4.17
I/II/VII	4.18	**Class Session #4 Leading in a Culture of Continuous Improvement:** *leveraging process change in the midst of complexity…Finding patterns and mapping systems issues*	4.18
VII	4.18-25	Case Study Group Work: Technical Systems Analysis and Plan	4.25
I-VII	4.26-5.7	#4 Culture Re-Boot Journal and Plan	5.7
I-VII	4.26-5.7	Course Final Assessment	5.7
I-VII	5.9	**Class Session #5 Leading in a Culture of Continuous Improvement** *5 exemplary leadership practices & 5 learning organization disciplines…tools for cultural change*	5.9

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

9. DROP POLICY

    If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10. ACADEMIC INTEGRITY

    Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.

11. DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at http://www.tamuct.edu/departments/disabilitysupport/index.php.

12. TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

13. LIBRARY SERVICES

Library distance education services aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: http://www.ct.tamus.edu/departments/library/deservices.php.

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: http://www.ct.tamus.edu/departments/library/index.php.

14. INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.).*

15. OPERATION OF ONLINE INSTRUCTION

Carefully examine the Course Calendar in Section 8.0. Students should have ALL assignments submitted before the deadline. Students should begin each assignment in a timely way to be able to seek the professor's assistance and submit accurate assignments well before the deadline.

(#16 INSTRUCTOR PERSONAL STATEMENT INCLUDED ON PAGE ONE OF THIS SYLLABUS)

(#17 COURSE SELECTED BIBLIOGRAPHY INCLUDED ON COURSE BLACKBOARD LEARNING SITE)